

**Early Literacy: How the Library Media Specialist Can Work with Teachers and
Families to Raise Literacy Skills in K-2 Students**

An Honors Thesis (HONRS 499)

by

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Muncie, Indiana

December 2007

Expected date of graduation: May 2008

Running head: EARLY LITERACY

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Abstract

According to a statistic from April 1995, by the National Assessment of Educational Progress, less than 1/3 of 9 year olds are proficient in reading, and only 2-5% are reading at advanced levels. It is my goal to learn how the library media specialist can help change that statistic by collaborating with teachers and families of kindergarten through second graders. Together, they can teach the important early literacy skills to produce future proficient readers. By focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, the young readers will be encouraged to succeed. This paper will explore activities and lessons that the library media specialist and/or teacher can do with K-2 students, along with activities that families can do at home to help their children acquire stronger early literacy skills.

Acknowledgments

I want to thank Dr. Patricia F. Beilke for her guidance and advising throughout the whole thesis writing process. She was there in the beginning for brainstorming and stayed until the end for technical grammar issues, taking time out of her summer and busy semester.

Definitions

The words and phrases in bold print are essential to this exploratory project.

Early literacy refers to the basic skills that provide a foundation to fluent reading (Daly III, Chafouleas, & Skinner, 2005). These authors caution that early literacy should not be confused with emergent literacy, "...a broader concept of literacy that begins before formal instruction and leads to awareness and knowledge of print" (loc cit.).

Alphabetics is "the science of representing spoken sounds by letters" (*Webster's Unabridged Dictionary*). It will be broken into two subgroups of instruction for purposes of this study.

- I. **Phonemic Awareness Instruction** is "...the ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words" (Barone, Hardman, & Taylor, 2006). An example of phonemes would be in the words *truth* and *panel*. Each word has four sounds, or phonemes. The importance of phonemic awareness is that the students find the phonemes in the *spoken* words, which is in contrast to phonics instruction, which is about the written word.
- II. **Phonics Instruction** is "...a way of teaching reading that stresses the acquisition of letter-sound correspondences and their use in reading and spelling" (National Reading Panel, p. 8).

Fluency is the ability to read quickly, accurately, and with the appropriate expression (The National Reading Panel, p. 11). In the purposes of this study, fluency can also be broken into two instructional subgroups.

- I. **Guided Oral Reading.** Guided oral reading allows the student to have immediate feedback and guidance from the teacher (National Reading Panel).
- II. **Independent Silent Reading.** Reading silently, either in the classroom or the home, is proven essential for adequate fluency (National Reading Panel).

Comprehension is "...the ability to understand what has been read" (Barone, Hardman, and Taylor, 2006). The National Reading Panel splits comprehension into three themes that are important for the purposes of this study.

- I. **Vocabulary Instruction.** Without knowing what words mean, comprehension is basically impossible. There are two levels to vocabulary comprehension: oral and print. "A reader who encounters a strange word in print can decode the word to speech. If it is in the reader's oral vocabulary, the reader will be able to understand it. If the word is not in the reader's oral vocabulary, the reader will have to determine the meaning by other means, if possible" (The National Reading Panel, p. 13).
- II. **Text Comprehension Instruction.** The reader needs to have an interaction with the text in order to comprehend it. There are seven main types of text comprehension instruction (The National Reading Panel, p. 15).
 - i. **Comprehension Monitoring.** The readers learn to be conscious of their understanding of the material.

- ii. **Cooperative Learning.** Students learn various reading strategies by working together.
- iii. **Use of Graphic and Semantic Organizers.** The readers make graphic depictions, including story maps, of the material to help with comprehension.
- iv. **Question Answering.** When the teacher asks questions to the students, the teacher provides immediate feedback that helps with comprehension.
- v. **Question Generation.** Readers ask themselves questions about the many aspects of the story.
- vi. **Story Structure.** Students are taught to use the structure of the story to help them be able to recall the story content to answer queries about what they read.
- vii. **Summarization.** Readers need to be able to summarize and generalize from the text they read to be able to comprehend more fully.

III. **Teacher Preparation and Comprehension Strategies Instruction.** The teachers must be trained in how to teach comprehension skills with two major approaches.

- i. **Direct Explanation.** The teacher needs to explain the reasoning and mental processes that are needed for successful reading comprehension through teaching students to think of reading as a problem solving task.

- ii. **Transactional Strategy Instruction.** This is an illustration of **Direct Explanation**, with an emphasis on facilitating student discussions.

Abbreviation and Acronym:

K-2: Kindergarten through second grade

LMS: library media specialist

Background

In a time of television, iPods, Internet, electronic games, and all sorts of technology short cuts, it is sometimes difficult for people to remember the importance of reading. It seems that technology can really do just about everything for people, but there is one downfall: reading is involved with all technology activities. Whether it is reading an email from a teacher, looking up information about an illness at WebMD.com, reading and comprehending MapQuest directions, or reading the subtitled instructions in a PlayStation game, reading is necessary. Without solid early literacy skills, children can grow up to be non-readers. This does not affect merely their leisure reading; as the examples above show, reading is a part of one's everyday life. Without literacy, it is difficult to survive in today's culture.

Studies have shown that there are some good ways to go about teaching early literacy, starting with the First Grade Studies back in the 1960s and recently the National Reading Panel conducted a study in 2000, *Teaching Children To Read*. In most findings, the key point is that the child needs a teacher to help him or her learn the early literacy skills. The teacher should not teach alone, however. Without support of their families, the children will not succeed in learning early literacy skills. Early literacy activities will encourage children to learn the early literacy skills. LMSs can assist teachers and families to identify and use early literacy activities, helping many K-2 students to become successful readers.

The Problem and Procedures

This investigation explores advocated ways for LMSs to provide early literacy skills in their work with teachers and family members. The first procedure was to identify early literacy skills. Although there are many different early literacy skills and ways to teach them, three major areas of instruction will be the focus for this study. The three areas, **alphabetics**, **fluency**, and **comprehension**, are those identified in a national research study (National Reading Panel, 2000). The three areas were subdivided into the following categories: **alphabetics**: phonemic awareness and phonics instruction; **fluency**: guided oral reading and independent silent reading; and **comprehension**: vocabulary instruction, text comprehension instruction, and teacher preparation. For a detailed discussion of these subcategories, see Definitions.

The second procedure was to identify materials that contained useful activities for the areas of alphabetics, fluency, and comprehension. Quality activities contained in those sources then had to be summarized to have a general description for the Activities Chart. The search for the materials was done through Ball State University's online catalog, *CardCat*; *The Shared Information Services of Indiana* (SIS) online catalog; *WorldCat*'s online catalog; and the electronic database, *Library Literature & Information Science Full Text*. Two of the activities found, the "Making Words—technology alternative" activity and the "BookPod" activity were not from a search engine, however, but found instead through experiences at Ball State University. The investigation of professional literature was limited to the years 2000 through 2007 except one source from SIS that was older but still relevant to this study.

The third procedure was to go through the summarized activities and categorize the activities as to which subgroup they belonged in concerning **alphabetics**, **fluency**, and **comprehension** and to identify the persons involved with the activity and the child. Pie charts and bar graphs were then made to make sure that each early literacy skill was represented with the categories of Teacher, LMS, and Family, and also to get a visual representation of the data collected.

The fourth procedure was to examine additional resources (See Additional Recommended Resources.) that, although not used in the Activities Chart, provide information that merits examination by those interested in early literacy. A short annotation was also written for each additional resource that states why the resource is appropriate for those interested in learning more about early literacy.

Analysis of Data

The Activities Chart shows early literacy activities recommended in professional literature. The activities are charted as to whether they relate to **alphabetics**, **fluency**, and/or **comprehension** and indicate if they are activities that are taught by the teacher, LMS, family, or a combination of the three. Sub-areas are also indicated in the areas of the literacy skills: **alphabetics**, **fluency**, and **comprehension**. Some activities cover multiple areas and are marked accordingly. In the Activities/Description column, there is a short description of the activity or lesson plan. To find a more in-depth description of the activity, look to the original source by noting the subscripted number that leads to the source listed in the endnotes that follow the chart.

Following the Activities Chart and the endnotes that apply to the Activities Chart, there is a list of Additional Recommended Resources. These are resources that are recommended for information about early literacy that go beyond what could be reflected in the activities chart. Some of the resources are on both the Activities Chart and the Additional Recommended Resources page because they contain both activities worth being in the chart and information beyond the charted activity.

Activities Chart

Activity/Description	Category					
	Alphabetics		Fluency		Comprehension	
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction
Teaching American Sign Language to hearing students. "Signing letter shapes with their hands helps children understand their abstract meaning. Furthermore, the physical movement of signing gets children to focus on learning and remembering information." ¹						
Making Words. Have students better understand word structure by giving them a bank of letters in which to move around and make different words. Example: The teacher gives the students letter cards <i>a</i> , <i>t</i> , <i>p</i> , <i>s</i> , and <i>b</i> . The teacher then tells the students to put <i>a</i> and <i>t</i> together, and then to put <i>b</i> in the beginning to make the word <i>bat</i> . He or she then asks the students what other words can be made with the other letters given with <i>a</i> and <i>t</i> at the end (p. 83). ²						

Activity/Description	Category							What's Improved		
	Alphabetics		Fluency		Comprehension			Teacher	Learner	Family
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction	Teacher Preparation			
Making Words—technology alternative. Visit the website http://www.starfall.com/ and the students can do the activity online. It is great used with a SmartBoard, if the school owns one, because the students can touch the words and letters, rather than having to maneuver a mouse or use a pencil on paper for a manual activity. Also, this is more interactive than the “Making Words” activity because the site has sounds and animations to give clues if the students need them. ³		●			●	●		●	●	●
Context Clues. When students do not know a word, instead of asking them to sound it out, ask, “What word would make sense?” After the students guess a couple words, have them see if any of the words sound like the beginning sound of the unknown word (pp. 83-					●		●	●	●	●

Activity/Description	Category						
	Alphabetics		Fluency		Comprehension		
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction	Teacher Preparation
84). ²							
Readers' Theatre. Have the students perform a play (without props or scenery) with the focus being the fluency of their reading. Give the students time to practice at home so they can come prepared to read fluently from the script for the "performance" (pp. 115, 117). ²			●				
Book Series Reading. Have the students read books from series. One example would be the <i>Magic Tree House</i> series. "[Series] reading allows students to develop fluency, because most of these books retain characters, and the only significant differences are in the plots" (p. 117). ²				●			
Dialogical-Thinking Reading Lesson. Have the students read part of a text and then pose a question that has multiple interpretations. This can even turn into a debate (pp123-124). ² If this were					●		

Activity/Description	Category						
	Alphabetics		Fluency		Comprehension		
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction	Teacher Preparation
in a family situation, the whole family could read a text and have a family discussion about it. The LMS can be involved if there is a book club.							
Videotaped Storytime. The teacher or LMS videotapes a storytime, making sure to demonstrate “oral fluency, enthusiasm, and the use of different voices to make the story characters come alive. In addition, the teacher can illustrate how open-ended, predictive questioning strategies get children involved in storytime.” Then, make the videotape and book available for checkout. This can help parents “improve and expand their own storybook reading skills” (p. 60). ⁴						●	
Family Literacy Workshops. Have a workshop for families who have preschoolers or kindergarteners to learn more about literacy (pp.	●	●	●	●	●	●	●

Activity/Description	Category							What's Included		
	Alphabetics		Fluency		Comprehension			Teacher	LMS	Family
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction	Teacher Preparation			
meaningful connections to their lives," think and construct meaning, "rather than using the text to practice a particular reading strategy." ⁷										
Fairy Tale Unit. This unit was originally done with special education students, but could easily also be done with K-2 students. Start with the LMS reading fairy tales weekly while discussing with the students common fairy tale themes. End the unit with having the students write their own fairy tale as a group. ⁸					●	●				
Kid Pix and KidWorks. Kid Pix and KidWorks are both great software programs that make learning early literacy skills fun. Both can be used on Windows or Macs, and in the areas of early literacy, there are activities for phonics, word study, comprehension, writing, and literature. ^{9 10 11}		●			●	●		●		●

Activity/Description	Category							Who's Involved?		
	Alphabetics		Fluency		Comprehension			Teacher	Learner	Family
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction	Teacher Preparation			
Literacy Work Stations. Work Stations are year-around activities set up in the classroom that are for children to practice reading, writing, speaking, listening, and working with letters and words. The activities evolve throughout the year as the students' skills and knowledge increase. ¹²	●	●		●	●	●	●	●	●	●
Recipes. Teaching children how recipes work introduces cooking vocabulary and when the students follow the recipes, the vocabulary is reinforced. Understanding the cooking order reinforces text comprehension. Families can be involved by sending the recipes home and asking the parents or guardians to involve their children with the cooking process (pp. 37-38). ¹³					●	●				
Mother Goose Sounds. Mother Goose poems are well known by children and can be a great way to	●	●	●		●	●		●	●	●

Activity/Description	Category							When Instruction Occurs		
	Alphabetics		Fluency		Comprehension			Teacher	Time	Frequency
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction	Teacher Preparation			
introduce rhyming, phonemic awareness, and phonics instruction. An example would be to ask the students: "How many times do you hear the sound that <i>robin</i> begins with in the poem 'Three Blind Mice?' Hold up the number of fingers you think is the answer." Then read the poem and the students should count how many times "ran" and "run" are stated (p. 20). ¹⁴										
Interactive Electronic Books. These are books available on CD-ROM that include interactive illustrations, animations, and text for each page of the book. "The text can be read aloud with each word or phrase highlighted as it is read, students can read the book themselves and ask the computer to identify unfamiliar words, or students can read along with the computer to develop reading fluency" (p. 137). ¹⁵		●	●	●	●	●		●		●

Activity/Description	Category							Where Implemented		
	Alphabetics		Fluency		Vocabulary Instruction	Comprehension		Teacher	LMS	Parents
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading		Text Comprehension Instruction	Teacher Preparation			
Take-Home Literature Packs. These are bags filled with 2-5 books that are all related to a theme, like pets, cars, weather, etc., and 6-8 activities that the family can partake in. Also, some reading materials for older family members could be included so everyone could have something on his or her reading level. This not only promotes literacy skills, but involves the whole family in literacy learning. The packs should be checked out from either the teacher or LMS, depending on how the school would like to set it up. ¹⁶				●	●	●		●	●	●
BookPod. This is a website developed by Ball State University students for getting kids more involved with reading by using podcasting technology. The students can explore, interact, and create with the entries on the BookPod site. They				●		●	●	●	●	●

Activity/Description	Category						Who's Involved?		
	Alphabetics		Fluency		Comprehension		Teacher	Learner	Family
	Phonemic Awareness	Phonics Instruction	Guided Oral Reading	Independent Silent Reading	Vocabulary Instruction	Text Comprehension Instruction			
can explore books that other students have read by listening to or watching the podcast entries. They can interact with the other students by commenting on the entries. Finally, they can create their own entries about the books that they have read. This is a good tool for early literacy because not only does it include entries about books, but there are also entries of teachers doing storytimes with their students (much like the "Videotaped Storytime" activity), which allow the students to be part of a virtual storytime experience. The teacher or LMS can work with the students to make the entries, and this also allows teacher-student interaction for text comprehension. ¹⁷									
Take It Home. Have the parents come in for repeated reading training. Tell the parents that they should listen to their			●				●	●	●

[illegible]

End Notes

- ¹ Dennis, K., & Azpiri, T. (2005). *Sign to learn: American Sign Language in the early childhood classroom*. St. Paul, MN: Redleaf Press.
- ² Barone, D. M., Mallette, M. H., & Xu, S. H. (2005). *Teaching early literacy: development, assessment, and instruction*. New York: The Guildford Press.
- ³ (2007). *Starfall.com: Where children have fun learning to read!* Retrieved November 18, 2007, from <http://www.starfall.com/>
- ⁴ DeBruin-Parecki, A., & Krol-Sinclair, B. (2003). *Family Literacy: From Theory to Practice*. Newark, DE: International Reading Association.
- ⁵ Meier, D. R. (2000). *Scribble scrabble--learning to read and write: success with diverse teachers, children, and families*. New York: Teachers College Press.
- ⁶ Mackey, B. & White, M. (2004, Nov/Dec). Conversations, collaborations, and celebrations: How the school library media specialist can shape early literacy instruction. *Knowledge Quest*, 33, 30-33.
- ⁷ Shannon, D. (2004, Nov/Dec). The school library media specialist and early literacy programs. *Knowledge Quest*, 33, 15-21.
- ⁸ Blaum, D., & Bryant, C. (2004, Nov/Dec). Happily ever after: A tale of collaboration between the library media center and special education. *Knowledge Quest*, 33, 34-35.
- ⁹ (2007). *Kid Pix: Language arts*. Retrieved December 1, 2007, from <http://www.lttechno.com/links/kidpixrdg.html>.
- ¹⁰ Jay, M. E. (2004, Nov/Dec). Write from the start: A technology-rich, collaborative project for kindergarten. *Knowledge Quest*, 33, 51-53.
- ¹¹ Casey, J. M. (2000). Software for Early Literacy. *Early literacy: The empowerment of technology, rev. ed* (pp. 75-100). Englewood, CO: Libraries Unlimited, Inc.
- ¹² Diller, D. (2003). *Literacy work stations: Making centers work*. Portland, MA: Stenhouse Publishers.
- ¹³ Kirkland, L., Aldridge, J., & Kuby, P. (2007). *Integrating environmental print across the curriculum, pre-K-3*. Thousand Oaks, CA: Corwin Press.
- ¹⁴ Borba, M., & Ungaro, D. (1980). *The complete letter book: Multisensory activities for teaching sounds and letters*. Torrance, CA: Good Apple, Inc.
- ¹⁵ Tompkins, G. E. (2001). *Literacy for the 21st century: A balanced approach. 2nd ed.* Columbus, OH: Merrill Prentice Hall.
- ¹⁶ Owocki, G. (2001). Take-home literature packs. *Make way for literacy! Teaching the way young children learn* (pp. 69-99). Portsmouth, NH: Heinemann.
- ¹⁷ Warner, S., Bualteng, V., Stuve, M., Biddle, J., Craig, K., Green, L., Holloway, B., Hofer, A., Brubaker, A. & Ault, J. (2007). *BookPod*. Retrieved December 1, 2007, from <http://www.bsu.edu/edtec/bookpod/>

¹⁸ McEwan, E. K. (2002). *Teach them all to read: Catching the kids who fall through the cracks*. Thousand Oaks, CA: Corwin Press, Inc.

Additional Recommended Resources

Bakker, J. (2004, Nov/Dec). Early Literacy Collaborations [Special issue]. *Knowledge Quest*, 33, 10-68.

This issue of *Knowledge Quest* is cited in the activities chart, but it needed to be cited here, too, because it has so many good articles that relate to the library media specialist collaborating with others to promote early literacy skills. The whole issue is full of great suggestions.

Barone, D. M., Mallette, M. H., & Xu, S. H. (2005). *Teaching early literacy: development, assessment, and instruction*. New York: The Guildford Press.

Even though this is cited in the Activities Chart, there are additional ideas that the book has that there was not room to mention. For example, there is an “ABC Literacy Activities for Family” guide that has a literacy activity for every letter of the alphabet for the whole family to take part in. There is also a chapter devoted to early literacy with English learners.

Blank, M. (2006). *The reading remedy: Six essential skills that will turn your child into a reader*. San Francisco: Jossey-Bass.

Even though this book is for parents, it can easily apply in the classroom. Blank has six essential skills that are very similar to the essential skills that were focused on for this thesis and has activities for teaching those six essential skills: sequencing (letter order),

writing (letter creation), phonology (sounds), semantics (meaning), syntax (grammar), and text (books).

Bunyan, S., Daoust K. Cindy, & Bruce, C. S. (2002). *I can make it! I can read it! 20 reproducible booklets to develop early literacy skills: Science*. Greensboro, NC: Education Center.

I Can Make It! I Can Read It! is a great series of books. This science book includes activities that both teach science and early literacy skills by having the students make books about science topics. The book includes pages that the teacher can copy for the whole class to color and write in, along with instructions on how to teach the content for the teacher. An idea to incorporate the LMS would be to have each student contribute a book throughout the course of the school year to the library media center. This way, the students know that the books are going to a purpose outside of just their own learning.

McGee, L. M., & Richgels, D. J. (2003). *Designing early literacy programs: Strategies for at-risk preschool and kindergarten children*. New York: The Guilford Press.

This work focuses on researched-based instruction that is effective for early literacy programs for culturally and linguistically diverse 3-5 year olds. It provides how-to suggestions to set up the programs, along with activity ideas.

Morrison, F. J., Bachman, H. J., & Connor, C. M. (2005). *Improving literacy in America: Guidelines from research*. New Haven: Yale University Press.

This book addresses literacy by analyzing how parenting, ethnic and cultural differences, teacher selection and training, daycare, and early schooling all influence literacy. It is a recommended source because it acknowledges how multiple sources influence a child's ability to read. The book ends with seven recommendations the authors believe will improve literacy in America.

Moss, J. F., & Fenster, M. F. (2002). *From literature to literacy: Bridging learning in the library and the primary grade classroom*. Newark, DE: International Reading Association.

This book is based on a collaborative partnership with a classroom teacher and a school LMS. It has two complete units that they have done together with a first grade class that teach early literacy skills with the teacher and LMS collaborating. It is unique. It provides the units in a way different from a unit plan: it includes the results of the units.

Neuman, S. B., & Dickinson, D. K. (Eds.). (2002). *Handbook of early literacy research*. New York: The Guildford Press.

This book contains information about early literacy itself, including child development and how that works with early literacy. It contains a chapter about the connection between early literacy and later reading abilities or disabilities.

Krech, B. (2000). *Teaching with kids' names: Dozens of instant and irresistible ideas and activities that build early literacy, math skills, and more from teachers across the country*. New York: Scholastic Professional Books.

This book contains many activities that help promote early literacy skills for the K-2 student. It comes with a game board for one of the early literacy activities. Even the activities that are for math, social studies, science, and art can relate back to literacy. These activities involve names, which means the children are writing or spelling with each activity.

Polette, N. (2005). *A-Z Activities for the K-2 student*. Marian, IL: Pieces of Learning.

This book will help LMSs who have story hours with K-2 students. Each letter of the alphabet is accompanied with multiple activities that relate to building early literacy skills.

Summary: Implications of Found Activities Recommended For Teachers, LMSs, and Families

Of the 20 summarized activities described in the chart, 18 are indicated as activities for teachers to perform. Of the 18 activities for teachers, three are listed for phonemic awareness, nine are for phonics instruction, five are for guided oral reading, six are for independent silent reading, 10 are for vocabulary instruction, 11 are for text comprehension, and four are for teacher preparation. The reason the numbers add up to more than 18 is because some activities taught or utilized multiple early literacy skills. This occurs in every section of the chart.

There is a total of 13 summarized activities in the chart that related to the LMS. Out of the 13 activities, two are listed for phonemic awareness, four are for phonics instruction, three are for guided oral reading, five are for independent silent reading, seven are for vocabulary instruction, nine are for text comprehension, and three are for teacher preparation.

There is a total of 13 summarized activities in the chart that related to families. Of the 13 activities, two are for phonemic awareness, six are for phonics instruction, four are for guided oral reading, four are for independent silent reading, nine are for vocabulary instruction, nine are for text comprehension, and two are for teacher preparation.

To see this in chart and graph form, see Figures 1 and 2. Figure 1 shows what percentage of the activities for teachers, LMSs, and families relate to each early literacy skill. Three bar graphs are also provided in Figure 1, one for teacher, LMSs, and families,

respectively, to provide a visual breakdown of the number of activities provided for each skill. The graphs are lined up in a straight vertical column for ease of comparison. To see all three bar graphs combined into one graph, see the Comparison Chart in Figure 2.

The purpose of making the Activities Chart was to show skills-specific early literacy activities all in one chart, along with give a list of who would be the person to teach the activity (the teacher, LMS, or family). The goal was to make it easy if someone wanted to work on a specific early literacy skill with children, then all that person would have to do is look at the chart for any activity that was marked for teaching that skill. The Activities Chart would make an especially good resource for a LMS because a LMS collaborates with others; this chart makes it even easier for collaboration because it tells with whom the LMS should be collaborating.

Conclusion

The goal for the Activities Chart was to make it easier for teachers, LMS, and family members to choose appropriate early literacy activities for the K-2 student. Since the chart is organized by what early literacy skill the activity addresses, it allows the teachers, LMSs, and families to choose an activity that would help the specific early literacy area for which the students may need help or reinforcement. In addition, since the chart states who is involved with the learning process, it allows the LMS to distribute the activity to the appropriate personnel. The pie charts and bar graphs (Figures 1 and 2) give a visual representation of the data so the LMS can make a rapid comparison of what is included in the Activity Chart.

The goal for the Additional Recommended Resources section was to provide some good sources with annotations so that educators can easily find quality literature about early literacy.

The overall goal for this thesis was to provide the LMS resources and activities to promote specific early literacy skills activities and resources that can be distributed to the teachers and/or family.

If another investigator were to take this study further, there are multiple things that could be done. If that investigator were interested in the literature used to find the activities, then a chart could be devised about sources concerning each early literacy skill. This could be helpful to consult for locating information about the specific skill, rather than finding activities that teach or reinforce that specific skill.

Another thing that could be done is to locate specific information concerning each activity. For example, for the activity “Book Series Reading,” many popular book series for K-2 students could be listed. Another example would be to review and list some quality software for the “Interactive Electronic Books” activity.

Another suggestion would be to distribute the Activities Chart and Additional Recommended Resources list to selected schools in Indiana. The person could then observe the activities in action and get reactions from students, teachers, LMSs, and families.

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Barone, D., Hardman, D., & Taylor, J. (2006). *Reading First in the classroom* (p. 35).

New York: Pearson Education, Inc.

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Figure 1

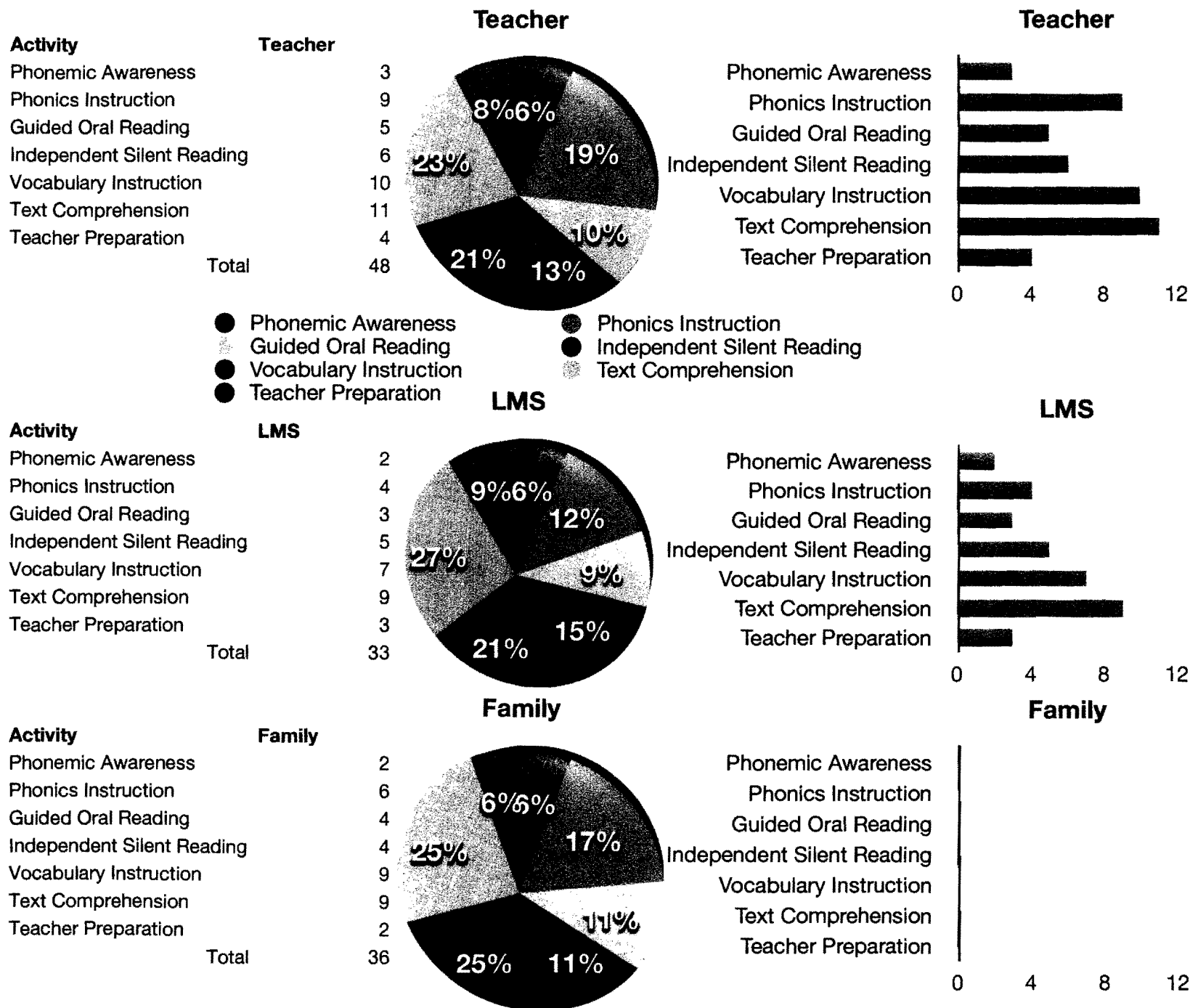


Figure 2**Comparison Chart**

Activity	Teacher	LMS	Family
Phonemic Awareness	3	2	2
Phonics Instruction	9	4	6
Guided Oral Reading	5	3	4
Independent Silent Reading	6	5	4
Vocabulary Instruction	10	7	9
Text Comprehension	11	9	9
Teacher Preparation	4	3	2
Total	48	33	36

